Structured Small Group Program

**Component #1: Needs, Goals, Objectives** *(title of first section - Livetext template)*

**Title of your Group Program: \_\_\_**Reach for Success**\_\_\_\_\_\_\_\_\_\_**

1. **Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement (Rationale/Need).**

School counseling programs have the ability to be an integral part of students’ success in school. This is proven through various empirical students. One of which is The California Dropout Research Project developed a report in 2008, titled Why Students Drop Out of School: A Review of 25 Years of Research (Rumberger & Ah Lim). This report reflects reasons why students are not motivated to continue on in high school and do not ultimately graduate. Part of understanding student motivation is also understanding what causes student failure, or lack of motivation. Students are found to lack motivation for a complicated variety of reasons. Models of student failure discussed in the study highlight that students typically have long-term patterns and factors that lead to success or failure, including view of self, family and socioeconomic factors, participation, and emotional and behavioral issues (Rumberger & Ah Lim, 2008). The study found four categories of predictors to whether students do or do not graduate from high school. They are: educational performance, behaviors, attitudes and background.

Usher and Kober (2012) conducted a study through The Center on Education Policy found that developed a report titled “What is Motivation and Why Does It Matter?” Findings indicate that student motivation tends to decline as students go through school, with 40% of high school students qualifying as highly unmotivated by high school. The report presents findings of a survey which reported that 70% of students who had dropped out of high school say they were unmotivated. On the other hand, high motivation is associated with better academic performance, greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and school completion rates (Usher & Kober, 2012).

This report also examined how schools can play a role in motivating students. This can be accomplished in three ways: targeted intervention programs for students at risk, programs focused on teachers as motivators, and efforts to reorganize schools. Specifically looking at targeted intervention programs, these programs would recognize and engage students who are struggling academically. These types of programs were found to increase success rates of students who were otherwise failing or heading toward dropping out (Usher & Kober, 2012).

An article titled “An Investigation of a Model of Academic Motivation for School Counseling. Professional School Counseling” reports that potentially up to one third of students who begin high school drop out without graduating (Scheel & Gonzolez, 2007). However, the article discusses that school counselors have been shown to improve these rates by helping students with cope with many facets of their lives. The article helps show that when students are given support and tools to deal with emotional, social, personal and career challenges, they do better in academics. School counselors have the opportunity to encourage students in these areas in ways that propels their motivation. This is accomplished through helping students understand and deepen their sense of purpose and accomplishment in academics. For school counselors to make a difference in schools, understanding how students are motivated and pushing them forward is crucial (Scheel & Gonzolez, 2007). This study found that three broad factors that contributed to motivation. First, students who believe that they are able to succeed academically tend to have more motivation. Included in this factor is the amount of barriers, being family, environmental or other, that inhibit school success. Second, students with future aspirations are more motivated in schoolwork and academics. Third, this study finds a positive correlation between students’ academic motivation and with those who had taken advantage of the services offered by school counselors. In other words, school counselors can and do help students find the motivation to improve their academics and pursue present and future success.

**Population: (brief paragraph)**

This group is for students who show risk factors for failure or dropout from high school. These students will be high school students, consisting of students in grades 9-10. The group will consist of 6 students.

**Recruitment and Screening: (brief paragraph)**

School counselors will inform teachers when motivation groups are being formed. Teachers will identify students by filling out a referral form and giving it to the school counselor. The school counselor will then pull students out during a study hall time to talk with the student and have the students perform assessments. Assessments will measure the students academic interests, motivation levels, and interest in a group that could increase school performance. These assessments would help school counselors understand individual students, their needs and problems with school, and their willingness to participate in a group. Students will be sent home an informed consent form to be signed by a parent or guardian in order to participate.

**Group Structure: (brief paragraph)**

This group is a behavioral/solution-focused group, which will meet once a week in a closed group. The group will meet for eight sessions, for eight weeks, unless the counselor decides the group needs more or less time. The group will meet during the second half hour of lunch, from 12:15-12:45. This group will be offered twice a semester.

1. **Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**

The students involved in the group should gain motivation by decreasing days missed in school, increasing level of performance in all academic areas, and deeper understanding of the ramifications on their future because of decisions made in high school.

1. **Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).**

1. During the period of the group meetings, student will bring up grades in each class by at least ten percent.

2. Student will schedule and attend one help session a week with math teacher to gain better understanding of material, and complete all homework assignments in mathematics.

1. **Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).**

1. When asked about their plans or ideas for their future, students will articulate with 100% accuracy what education or training he or she would need to reach future goals.

2. Students will complete one journal entry each week during the group, where he or she will write about one motivation skill they have learned.

1. **Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.**

Students who are motivated are proven to have better attendance, grades, and involvement in school. These students have more success in high school and post high school ambitions, and are less likely to drop out of school. School counselors who understand student needs and are able to help motivate students will see life-changing results with their students.

**Component #2: Research-Supported and Standards-Based Content** *(title of second section - Livetext template)*

1. **Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling*.* Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**

**Title of Session #1:** Formation and Orientation of a Motivation Group

**Brief Summary of Session:** This session will establish goals, rules, objectives and expectations for the group. Students will be provided with the opportunity for getting to know and build rapport with each other. Students will begin to explore techniques for school success and achievement.

**Theoretical Orientation:** Behavioral /Solution-Focused Theory

**Specific Group Technique:** Positive reinforcement, shaping, behavioral rehearsal, coaching.

**Duration:** 30

**Materials/ Media:** Pens and paper, poster board and markers.

**Core ASCA Standard(s):**

**A:A1 Improve Academic Self-concept**

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

**A:A2 Acquire Skills for Improving Learning**

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect

learning

A:A2.3 Use communications skills to know when and how to ask for

help when needed

A:A2.4 Apply knowledge and learning styles to positively influence

school performance

**A:A3 Achieve School Success**

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the

ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

**Core State Academic Standard(s):**

Common Core Standards:

* N-RN.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5.*

N-RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

* N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
* N-Q.2. Define appropriate quantities for the purpose of descriptive modeling.

N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities

*Core ASCA Standards and core state academic standards will address* **Competent #2:3** *on the Livetext template:* **Student identifies ASCA Standards and core academic state standards (you may choose the state) covered in session #1 and session #2.**

**Objectives:**

1. During the period of the group meetings, student will bring up grades in each class by at least ten percent.

2. Student will schedule and attend one help session a week with math teacher to gain better understanding of material, and complete all homework assignments in mathematics.

**Assessments**:

Students would participate in an initial course pre-assessment survey. The survey would explore student’s beliefs and view of why they are or are not able to succeed with schoolwork. Counselor would use this information to continue facilitation for the remainder of group work. Counselor will use data from surveys to help understand math concepts in standards. There would be a follow-up post assessment given at the final session.

The counselor would also assess through observation of the beliefs and attitudes of students during this initial session.

**Procedures/ Instructional Strategy:**

1. School counselor will introduce him or herself, and ask students to go around and say their name, grade level, and one thing they like about school.

2. Counselor will set up guide students to help setup guidelines for the group’s time together. There will be an explanation of confidentiality, respecting each other, and establishing group norms.

3. Counselor will explain that we are here to discuss ways that we are able to do well in school and why it is important.

4. Counselor will ask students and lead discussion about why it is important to succeed in school.

5. Counselor will lead discussion about ways we can make more of an effort with our schoolwork.

6. Counselor will prevent idea to students to challenge them to bring up their grades in all classes by one grade level. The first step with this will be to schedule and attend a weekly help session with their math teacher.

7. End by everyone saying something they are excited or hopeful for.

**Homework/ Ownwork**:

No initial homework.

**Group Stage and Emerging Issues*:***

This first session occurs during the initial stage of the group process. Groups in the initial stage may experience resistance, where students are hesitant to participate and add to the group process.

1. **Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling*.* Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**

**Title of Session #2:** Beginning the Working Stage

**Brief Summary of Session:** This session will help students explore their future, with a reality of what lies ahead if they continue in their current academic path, verses increasing their motivation and work level. Students will be challenged to make and explore future goals.

**Theoretical Orientation:** Behavioral/Solution-Focused

**Specific Group Technique:** Positive reinforcement, coaching, blocking, reflecting, cognitive restructuring.

**Duration:** 30

**Materials/ Media:**

Notebook Paper

Pens

**Core ASCA Standard(s):** *Identify the ASCA Standard(s) covered in session. This should be in list format.*

**A:B2 Plan to Achieve Goals**

A:B2.1 Establish challenging academic goals in elementary, middle/

jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize

academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess

progress toward educational goals

A:B2.6 Understand the relationship between classroom performance

and success in school

A:B2.7 Identify post-secondary options consistent with interests,

achievement, aptitude and abilities

**STANDARD C: Students will understand the relationship of academics**

**to the world of work and to life at home and in the community.**

**A:C1 Relate School to Life Experiences**

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular

activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the

school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning

as essential to seeking, obtaining and maintaining life

goals

A:C1.5 Understand that school success is the preparation to make the

transition from student to community member

A:C1.6 Understand how school success and academic achievement

enhance future career and vocational opportunities

**Core State Academic Standard(s):** *Identify the core academic standards covered in session. This should be in list format.*

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.:

-Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

-Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

-Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

-Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

*Core ASCA Standards and core state academic standards will address* **Competent #2:3** *on the Livetext template:* **Student identifies ASCA Standards and core academic state standards (you may choose the state) covered in session #1 and session #2.**

**Objectives:**

1. When asked about their plans or ideas for their future, students will articulate or write with 100% accuracy what education or training he or she would need to reach future goals.

2. Students will complete one journal entry each week during the group, where he or she will write about one motivation skill they have learned.

**Assessments**:

Students will be asked to complete their first journal entry at the end of their session, to be turned in before they leave. Counselor will also have student reflect in order to assess the day’s group.

**Procedures/ Instructional Strategy:**

1. School counselor will re-introduce him or herself, and ask students to do the same. As they say their name, each student will reflect one thing they took away from last week’s group.

2. Counselor will remind students of the guidelines for the group’s time together. This will in include an explanation of confidentiality, respecting each other, and establishing group norms.

3. Counselor will ask one student what they like to do in their free time, then follow up the question by asking what tools, skills, or abilities they may need to perform these activities. This will set up the next question.

4. Counselor will ask students to tell him or her about what the students aspire to do after high school.

5. Counselor will then ask what tools, skills and abilities the students may need to achieve certain post-high school achievements. Will they need school? Training? Money?

6. Counselor asks what ways home and social life can affect the ability to succeed in school?

7. Ask students think about life after high school this week, and find out what schooling or training you need to be able to do to accomplish these after high school.

8. Ask students to reflect on at least one thing they got out of today’s session.

**Homework/ Ownwork**

Ask students to come up with a list of 3 potential jobs they would be interested in learning about. In doing this, student will research what schooling, skills or training would be necessarily to be qualified for each job.

**Group Stage and Emerging Issues*:***

Conflict may arise as students grow to know each other better and get into dealing with their own stuff related to issues around academic success.

**Component #3: Ethical, Legal, Multicultural** *(title of third section - Livetext template)*

* 1. **Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**

First, counselor is to receive consent from parents for their children to participate in a group. The counselor is to then receive assent from the student, communicating the student’s willingness to participate in the group.

The counselor is to keep information divulged during group confidential, accept what is counselor is legally bound to communicate to parents when asked. Counselor is also required to report any information that falls under the jurisdiction of making he or she a mandated reporter, to be reported to the appropriate personnel.

* 1. **Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).**
  2. **Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.**

The counselor will address this issue at the initial meeting, then as needs arise. The counselor will emphasize an atmosphere of love, respect, and acceptance.

Students will be enriched to work with and share the experience with students of differing cultural backgrounds. The group process aims to ease some of these tensions by helping students develop an empathy and understanding of one another.

* 1. **Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.**

Information about ethical and legal issues will be made available to parents and students up front. Parents are informed through the informed consent form of the ethical and legal stance of the counselor and counseling group. Kids in the group will be informed at the first session as to confidentiality and legal and ethical bearings on group discussion at the initial group, and reminded whenever necessary.

**Component #4: Program Evaluation**

1. **Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**
2. **Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**
3. **Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling**

**References (list format at the close of section #4 in Livetext)**

*Include APA formatted references.*

**Component #5: Scholarly Writing**

*Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.*

American School Counselor Association (2004). *ASCA National Standards for Students.* Alexandria, VA: Author.

Grala, C., & McCauley, C. (1976). Counseling truants back to school: Motivation combined with a program for action. *Journal of Counseling Psychology*, *23*(2), 166-169. doi: 10.1037/0022-0167.23.2.166

Common Core State Standards (2010). (Mathematics and English), *Common Core Standards.* National Governors Association Center for Best Practices, Council of Chief State School Officers.

Rumberger, R., & Ah Lim, S. (2008). Why students drop out of school: A review of 25 years of reasearch. California Dropout Research Project, UC Santa Barbara.

Scheel, M. & Gonzalez, J. (2007). An Investigation of a Model of Academic Motivation for School Counseling. Professional School Counseling, 11(1), 49-56. Document ID: 1341803141.

Usher, A., & Kober, N. (2012). Student motivation: An overlooked piece of school reform. Center on Education Policy, George Washington University.